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ABSTRACT

The strategy-oriented planning process used at Cuyahoga Community College (CCC) is described in this paper. After providing background on CCC, its enrollments, service area, annual fiscal responsibility, and long commitment to educational planning, the paper identifies five key areas for planning in the coming decades: (1) technological improvements in the educational process through the application of alternative delivery systems; (2) strategic planning in education and management; (3) curriculum development with and for industry and public service; (4) planned educational designs; and (5) interaction with corporate, social, and community organizations to aid economic recovery and development. Next, the paper describes how the management functions of planning, leading, and organizing were systematically strengthened through the implementation of an Academic Management System Design and Plan, which resulted in the reorganization of the academic management and planning process, the application of strategic planning tools to the educational process, and the institutionalization of academic excellence through programs and projects designed to foster student achievement, faculty development, and curricular enhancement. After describing CCC's involvement in projects utilizing state-of-the-art educational technology, the paper concludes by identifying CCC's themes for future planning, including commitment to academic excellence, scholarship standards, open access, and career resources development. (HB)

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PLANNING FOR EXCELLENCE: A CASE MODEL IN A LARGE URBAN COMMUNITY COLLEGE DISTRICT

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PLANNING FOR EXCELLENCE: A CASE MODEL IN A LARGE URBAN COMMUNITY COLLEGE DISTRICT

by

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Cuyahoga Community College is the eighteenth largest community college in the United States and the third largest institution of higher education in the state of Ohio. Its enrollments over the past several years have averaged 27,000 credit seeking students per quarter and 81,000 per year. In addition, Cuyahoga Community College serves an average of 8,000 non-credit students per year giving a total annual student population of 53,000. The credit component of Cuyahoga Community College's enrollment translates into approximately 13,500 full-time equivalent students.

The College serves a county consisting of Cleveland and thirty-two additional cities and townships. The entire area is burdened by the problems of the business exodus from the North and a heavy dependence on the auto industry and manufacturing for employment. As a result, the industrial northeastern Ohio and Michigan area are beginning a transition similar to the one that has occurred in the New England area. This phenomenon has created changes in the skills required of area workers. Consequently, Cuyahoga Community College is presented with a new set of educational opportunities that need urgent responses.

The annual fiscal responsibility of the College, including student financial aid, exceeds $58 million annually. Regular full-time staff is budgeted at approximately 1,150. The annual issuance of roughly 5,000 W-2 forms provides an indication of the total number of staff required to operate the College. The physical plant has a current insurance value of some $140 million. The institution regards itself, and is accredited as a single institution delivering educational programs on three campuses and at some eighty off-campus sites.

Consistent, continuous, strategy-oriented planning for the future is the bulwark concept Cuyahoga Community College utilizes to assure quality, growth and innovation. Educational planning provides creative leadership, a well-developed data base and strategically oriented operations. Cuyahoga Community College has made a strong commitment to planning since 1974; therefore, the College entered the 1980's well prepared to address the tough issues posed by the constantly changing and uncertain environment. Planning for the technology of education was and is the "right" decision for the prevailing social and economic conditions impacting our environment.

The remaining years of the 1980's and the decade of the 1990's will require Cuyahoga Community College to continue to move aggressively in planning in five key areas: (1) technological improvements of

the educational process through application of alternative instructional delivery systems; (2) strategic planning applications in education and in management; (3) curriculum development with and for industry, public service, technical (proprietary) studies and development of non-credit/credit packages; (4) planned educational designs and specifications capabilities and (5) forging, synthesizing and networking of corporate, social and community resources in educationally-based ventures dedicated to economic recovery and development.

Cuyahoga Community College, Ohio's first community college, began the decade of the eighties experienced and successful in management systems, the technology of administration, and formal planning and budgeting frameworks all of which are supported by well-defined Board policies and procedures. Recently the management functions of planning, leading and organizing were systematically strengthened and enhanced through the implementation of what we called the Academic Management System Design and Plan. The Academic System Management Design and Plan allowed executive members of the College to address three key areas:

- First was the reorganization of the Academic Management and Planning Process. This has included: (1) systematic planning and policy links with cabinet and counterparts groups; (2) the design of a lead campus structure for a multi-campus institution that insures equitable and responsible applications in planning and budgeting; (3) the development of system-wide linkages and inter-campus operations, such as a district office of student services; and (4) the implementation of the Institutional Development Program which isolated seven priority issues, each of which has been assigned to a committee that reports to a steering committee composed of executive managers and academic leaders.

- Second was the application of strategic planning tools to the educational process. The strategic educational planning process (SEPP) established, in its full implementation, strategic targets for fiscal year 1983. The SEPP experience also strengthened the planning system of the College. A Planning, Management, Evaluation Manual was developed and the Academic Administrative Accounting System was improved. The College Resource Allocation Classification system was enhanced and the utilization of strategic tools and concepts became an integral component of the formal biennial and five-year planning systems.

- Third, educational planning at Cuyahoga Community College was and is committed to institutionalizing academic excellence. This commitment is evident in the educationally driven annual budgeting process, the Executive Budget Guidelines, and the educational themes that form the framework for planning and budgeting.

Reorganization of the Academic Management and Planning Process

As designed and expressed in the College's Master Plan (summarized in Prospects and Progress 1978), and in the Official College Plan of the Board of Trustees which was updated in 1978, the multi-campus district initiated reorganization toward a single college system by 1981. The single college plan focused on the mission and objectives of the College to determine how it can best fulfill its purposes. The North Central Association of Colleges and Schools affirmed Cuyahoga Community College as a single institution in 1979 by accrediting the College for ten years. Organizational analyses and needs assessment studies were reviewed through the Steering Committee of the Institutional Development Program. An Academic Enhancement Task Force was appointed and charged to recommend to the President actions concentrated in three key areas: (1) the effective and efficient academic administration including detailed identification of clear roles and responsibilities; (2) first line academic management options, i.e., restructuring of the department/division head responsibility and accountability; and (3) strengthening the communication and "people" processes of the College through the lead campus concept.

The Vice President for Educational Planning and Development with the Provosts and Deans were designated as academic officers and appointed by the President as fully accountable and responsible for policy recommendations and linkages. The Provosts and the Executive Dean are responsible for academic programs, student and public services and day-to-day operations of the four major units of the College--Eastern, Metropolitan, and Western Campuses and the Urban Metropolitan Development Institute (UMDI).

First-line academic managers, or Division Heads, are full-time administrators whose responsibilities include administration of faculty assignments and evaluations. The academic line, so to speak, begins with over 400 faculty and 100 other professional staff reporting to one of thirteen Division Heads (a fifty percent reduction in first line administration from the preceding fiscal year). Division Heads report to one of four Deans of Instruction. Directors report to one of three Deans of Student Services. Campus Provosts and the Executive Dean of UMDI report to the Vice President for Educational Planning and Development. This structure provided a trim management structure with a minimum number of administrative levels.

Communications processes which are data based, innovative, and allow for double-loop thinking were Cuyahoga Community College's approach to the "people" problem/resource. Counterparts councils, established throughout the district were designed to promote horizontal communications leading to problem-solving at the level of content expertise; to depersonalize institutional issues; and, to affirm the single college system.

Systematic feedback and coherent institutionalization of policy and operational matters had to consider the magnitude of the College's

curriculum, student services and support systems. The lead campus concept was designed to enhance and encourage horizontal communication, planning, and division of labor. Each campus is lead in one or more major academic areas. Responsibilities by campus are divided as follows: The Eastern Campus is lead for the district's programs in Humanities and Communications, Social and Behavioral Sciences and Developmental Education. The Western Campus is lead for district programs in Business, General Studies, and Physical Education. The Metropolitan Campus is lead for district programs in Technologies, Mathematics, Cooperative Education, Health Careers, and Natural Sciences.

The policy and executive issues are joined at the Cabinet level. The Planning Cabinet, chaired by the Vice President for Educational Planning and Development, provides the structural and organizational link to the educational planning, management, evaluation system and its applications.

The Vice President for Educational Planning and Development is also staff to the Planning and Evaluation Committee of the Board of Trustees. This linking system bridges gaps between the theory and practice of educational leadership and responsibility.

The Application of the Strategic Planning Processes in an Educational Environment

One of the most successful undertakings of the College during the past year, certainly the most exciting to the professional staff, has occurred through the formulation, implementation and application of strategic planning concepts to higher education. The President charged the Vice President for Educational Planning and Development and her staff to explore the applications of strategic planning through development of the Strategic Educational Planning Process (SEPP) in May, 1981. An Environmental Scan was updated, an extensive Internal Resource Audit was developed and the "matching" process was undertaken through a series of Strategic Educational Planning Advisory Committee (SEPAC) meetings. Four strategic targets were formulated and along with their implementation plans were presented to the President in January, 1982. In establishing the targets and process for FY 83, the President set aside venture capital of approximately one percent of the College's general fund budget.

Although SEPP was a highly successful project in itself, management benefits, i.e., changes in thinking patterns, capacity and technical resources utilizing creative linking, and integration of concepts... have occurred throughout the institution. Mini-environmental scans and unit assessments are becoming routine. Strategic goals are more aggressively implemented and the institution's response time has quickened. One recent example deserves mention. Planning for the Manpower Skills Center over the past two years has focused on philosophy and goals and the curriculum and the facility in general terms. Recently, the staff of the Urban Metropolitan Development

Institute developed the implementation plan and detail for a Career Resource Academy which will ask and answer the question... "What will a machinist need to know and do in 1990?" In addition, a robotics course sequence and other state-of-the-art technology is being discussed in "strategic" terms.

Institutionalizing Academic Excellence Concepts

The Joint Faculty Senate Council, as one of the three councils in the College-wide Governance System, recommended that it plan with the Cuyahoga Community College-AAUP Chapter and administration, a faculty-led Spring Convocation. On May 1, 1981, the first annual Spring Convocation was held, the theme of which celebrated academic excellence at Cuyahoga Community College.

The planned outcomes of Academic Excellence during 1982 were as follows: (1) the establishment of the Scholar-in-Residence Program (and a foundation grant to support it) and the Faculty Liaison and Advocacy Project; (2) the convening of the recipients of the Ralph M. Besse Teaching Excellence Awards by the Office of the Vice President for Educational Planning and Development to describe and publish what they believe to be the essence of teaching excellence; (3) the strengthening of the Colleges Associate of Arts degree and the establishment of the Associate of Science degree; (4) the introduction of honor students scholarships for recent high school graduates; (5) the initiation of Academic Administration and Faculty Leadership planning sessions; (6) the continuation of the Instructional Personnel Development Program and Campus Mini-Grants; (7) the reconfirmation of participation in League of Innovation Linking Projects; (8) the formulation of SEPP Targets; (9) the initiation of the advisory committee enhancement project; and (10) the development of FY 1983 Educational Priorities and Themes as the tie-piece to the annual Budget Development and the preparation process.

Academic excellence at Cuyahoga Community College will, as a process, continue to drive policy questions and institutional responses. Academic managers now have the empirical and experiential base to build toward success as a team. Committed to a strong planning system, supported by a technology for the educational enterprise, and committed to the basic concepts of academic excellence, the President and Board can, with confidence, move with certainty toward planning for excellence.

Future Planning Perspectives

Experience with Strategic Applications to Learning Technology (SALT) will provide for Cuyahoga Community College a clear direction in the national and continuing debate regarding student learning outcomes. Much of the literature around learning outcomes and student competencies reveals the need for a tighter match in testing and competency based learning. The State of Ohio's commitment to articulation and Cuyahoga Community College's commitment not only to student

access but also to achievement and placement will set the stage for state and local public educational cooperatives. Cuyahoga Community College, in cooperation with the College Entrance Examination Board, the State of Ohio and local school districts, plans to focus EQuality utilizing state-of-the-art technology.

Cuyahoga Community College is now in its third year of a major demonstration project in cooperation with Control Data Corporation. Control Data Corporation's computer managed and assisted instructional technology system, i.e., PLATO, has through its applications significantly raised the mathematics and English scores of students surveyed. Comparing students who opt for the traditional learning strategy with those in the PLATO system has shown that students readily adapt to PLATO and, perhaps more importantly, younger students report that they prefer this method of learning over other strategies.

Five major areas of development in Strategic Applications of Learning Technology deserve mention. First, Cuyahoga Community College has basic academic instructional computing laboratories on each campus each of which will continue to grow and expand. Second, major demonstration projects with PLATO and other computer managed instructional delivery systems will be encouraged and expanded. Third, data processing training technology utilizing microcomputers and IBM will be strengthened. Fourth, a major thrust to improve computer literacy for professional staff and administrators utilizing the personal computer has proven successful and will continue. Fifth, during the last year, Cuyahoga Community College began a concentrated effort to integrate microcomputer technology into the educational framework of the institution. The initiation of a single course in microcomputers provided for hardware and software development that is utilized for both academic and administrative functions. The apple tree, a local network comprised of Apple II Plus microcomputers configured with 48KB of memory, disk driven, and a 9-inch monitor, provided operational convenience at reduced cost. Faculty and administrative literacy programs are planned to continue full scale.

Cuyahoga Community College's microwave transmission capability, word processing equipment and utilization, and the alternative instructional delivery systems program, i.e., telecourses, teleconferencing, and television, coupled with computer capability will enhance and support the strategic applications to learning technology as the planning framework for academic and administrative utilization in the decade ahead.

The President stated in his transmission of the Executive Budget Guidelines for preparation of the FY 1983 budget, "Regardless of the ultimate level of state support for FY 1983, CCC will carry out its mission in a severely constrained fiscal context, which will demand continued cost consciousness and control and will tax our collective ingenuity to the limit."

Strategic planning applications in all areas of the College will provide the necessary framework for "doing better with less." The basic framework for educational planning and innovations over the past year has been the implementation of Strategic Applications of Learning Technology. Undoubtedly, the educational themes for the next five years will be approached through further refinement on these success-oriented linking processes.

The Educational Themes for the future include the following:

- Academic Excellence for Cuyahoga Community College includes quality in all teaching and learning activities, state-of-the art technology, literacy in the technologies, basic skills, student success, faculty commitment, and open access to all who wish to learn. The institutionalization of a program of academic excellence will be confirmed in 1982-83, building upon commitments made in the current academic year.

- Scholarship for the eighties at Cuyahoga Community College means commitment to professional standards for students and in all constituent levels. Minimum educational requiements for all employees must become a value of the institution. Productivity measures, student retention, attention to program evaluation recommendations, and astute planning are part of the scholarship concept. Well-written documents and a learning attitude should be reinforced in all communications.

- Open Access, as a statement of direction, is tied to developmental education questions, equitable and prescriptive assessment, individual learning plans, directed counseling techniques, and full utilization of academic and academic support resources.

- Academic Management improvement will facilitate horizontal communication in the Cabinet through Deans and Division Heads under the lead campus concept. Improved academic management practices will also facilitate decisions in the faculty disciplines counterparts councils. All line management must become increasingly comprehensive and broad based. Supervisory practices are important. More significant, however, is to assure planning, leading and management geared toward teaching excellence and commitment in the classroom.

- Strengthening the University Parallel Program at Cuyahoga Community College has, over the past two years, focused on career programs as major contributing elements to local and state economic recovery. Indeed, this effort continues to be a critical and major part of Cuyahoga Community College programming. The College recently added the Associate of Science degree to its degree programs. The Associate of Arts and Associate of Science degrees will be emphasized and strengthened over the next five years. Convenience of proximity and the comparatively low cost, although important, are enhanced by the fact that the transfer

program provides strong evidence of the comprehensive mission statement and objectives. The strength of the Cuyahoga Community College faculty, coupled with the range of courses offered, provides superior educational experiences for baccalaureate bound students.

- Career Resources Development augmented by state-of-the-art skills development and transfer of technology to business and industry in Ohio is the required prescription for economic recovery and development. Cuyahoga Community College has the capacity and resources to design, build, and offer solutions and to provide educational access to high technology competencies.

Planning for excellence at Cuyahoga Community College is an essential element in Ohio's future. Cuyahoga Community College is dedicated and committed to a strong planning function as the driving force in state and local efforts in economic recovery and economic development. The citizenry of the northeast region and Cuyahoga County expect state-of-the-art and sophisticated technology in education to begin here. Cuyahoga Community College is oriented to the needs of the people it serves. Future planning will be directed toward well-designed modularized and customized credit and non-credit delivery systems. Ohio's future is tied to Cuyahoga Community College's ability to respond to and provide for the development and implementation of innovative educational strategies.

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